

Planning with assessment in mind:

Learning Targets

What must students know /
Understand / be able to do?
What attitudes are important?

Fact

Concept

Skill (introduced or practiced)

Disposition

Evidence

What would students do that
would convince you that they
have met your target? What
are their observable behaviors?



Assessment

How will you give them opportunities to
demonstrate their attainment of your
targets?

Short answer / selected response

Essay

Performance assessment

Personal communication

Assessment: the use of external indicators to make inferences about an internal state.

Examples

If **Target** = facts about WWI Then **Evidence** might = recitation of facts And **Assessment Method** = selected response

If **Target** = conceptual understanding of the causes of WWI Then **Evidence** might = an effective (You must list the attributes that constitute effectiveness) essay about how you might have averted WWI as a time traveler

And **Assessment Method** = essay

If **Target** = Skill / ability to use the concept of "sample space" to solve a probability problem Then **Evidence** might = your ability to show how to derive and use a sample space in the Spinners Exercise. And **Assessment Method** = performance assessment.

If **Target** = positive disposition regarding 17th C. British Lit. Then **Evidence** might = students select this lit. for pleasure reading. And **Assessment** might be personal communication (or selected response / short answer, e.g., a survey)